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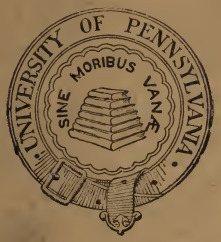

CIRCULAR OF INFORMATION

RELATING TO THE

Instruction in Economics, History, Politics and Statistics.

PHILADELPHIA, PA.

1894.

UNIVERSITY OF ILLINOIS
APR 1 - 1919
Administrative Library

University of Pennsylvania.

WILLIAM PEPPER, M. D., LL. D., - - Provost.
E. OTIS KENDALL, LL. D., - - - Vice-Provost.

The University includes the several Departments hereinafter mentioned, and these are fully described in annual catalogues of each, or collectively in the general catalogue, which may be obtained by application to the secretaries. As each Department has its own executive officers, communications should be addressed accordingly.

THE COLLEGE, HORACE JAYNE, M. D., Ph. D., Dean.

Including

THE COURSES IN ARTS AND SCIENCE. THE COURSE IN SCIENCE AND TECHNOLOGY. THE COURSE IN FINANCE AND ECONOMY (Wharton School). THE COURSE IN AMERICAN HISTORY AND INSTITUTIONS. THE COURSE IN BIOLOGY. THE COURSE IN MUSIC. THE COURSE IN ARCHITECTURE. THE SPECIAL TWO-YEAR COURSE IN ARCHITECTURE, AND THE FOLLOWING FOUR-YEAR COURSES:— IN CHEMICAL ENGINEERING; IN MECHANICAL AND ELECTRICAL ENGINEERING; IN CIVIL ENGINEERING; IN ARCHITECTURE.

THE DEPARTMENT OF MEDICINE,
JOHN MARSHALL, M. D., Sc. D., Dean.

THE AUXILIARY DEPARTMENT OF MEDICINE,
CHAS. K. MILLS, M. D., Dean.

THE UNIVERSITY HOSPITAL, JOHN S. BILLINGS, M. D., LL. D., Director.

THE DEPARTMENT OF DENTISTRY, JAMES TRUMAN, D. D. S., Dean.

THE DEPARTMENT OF VETERINARY MEDICINE,
JOHN MARSHALL, M. D., Sc. D., Dean.

THE DEPARTMENT OF LAW, C. STUART PATTERSON, LL. B., Dean.

THE DEPARTMENT OF PHILOSOPHY (Graduate School),
HORACE JAYNE, M. D., Ph. D., Dean.

THE GRADUATE DEPARTMENT FOR WOMEN,
HORACE JAYNE, M. D., Ph. D., Dean.

THE LABORATORY OF HYGIENE,
JOHN S. BILLINGS, M. D., LL. D., Director.

THE WISTAR INSTITUTE OF ANATOMY AND BIOLOGY,
HARRISON ALLEN, M. D., Director.

THE DEPARTMENT OF ARCHÆOLOGY AND PALÆONTOLOGY,
STEWART CULIN, Director.

THE DEPARTMENT OF PHYSICAL EDUCATION,
RANDOLPH FARIES, M. D., Director.

COURSES IN ECONOMICS, HISTORY, POLITICS AND STATISTICS.

(*Graduate and Undergraduate.*)

Graduate instruction in history, economics, politics and statistics will be given during the academic year 1894–95, by the following instructors :

EDMUND J. JAMES, Ph. D., Political Science.
JOHN BACH MCMASTER, Ph. D., American History.
SIMON N. PATTEN, Ph. D., Political Economy.
EDWARD P. CHEYNEY, A. M., English and Economic History.
ROLAND P. FALKNER, Ph. D., Statistics.
FRANCIS NEWTON THORPE, Ph. D., American Constitutional History.
JAMES HARVEY ROBINSON, Ph. D., Modern European History.
JOSEPH FRENCH JOHNSON, A. B., Current Economic Problems.
JOHN QUINCY ADAMS, Ph. D., Politics and Finance.
DANA CARLETON MUNRO, A. M., Roman and Mediæval History.

Undergraduate instruction in these and cognate subjects will be given in the academic year 1894–95, by the instructors already named, assisted by :

ALBERT S. BOLLES, Ph. D., National Banking System.
WM. DRAPER LEWIS, Ph. D., Legal Institutions.
EMORY R. JOHNSON, Ph. D., Transportation.
ALFRED N. CHANDLER, Money Market.
LEO S. ROWE, Ph. D., Municipal Government.

GRADUATE COURSES.

CONDITIONS OF ADMISSION.

To the graduate courses in economics, history, politics and statistics (given in the Faculty of Philosophy) only such persons are admitted to the rank of full students as have graduated at an American college of good standing,

or as may be able to satisfy the Faculty that they have pursued an equivalent course of study either at home or abroad. Any person may be admitted as a special student to any branch of instruction who, in the judgment of the professor in charge of that branch, is qualified to profit by the instruction given. Women are admitted on the same conditions as men.

DEGREES.

The degree of Master of Arts (A. M.) is conferred upon such regular students in the graduate department as have been in residence one full academic year and have passed a satisfactory examination in the subjects selected for study with the approval of the faculty.

The degree of Doctor of Philosophy (Ph. D.) is granted to such regular students as have pursued, for at least two academic years after graduation, advanced study either in this University or another of equal rank, upon submitting a satisfactory thesis and passing an examination in three subjects—a major and two minors—provided that at least one year has been spent in the graduate department of the University of Pennsylvania. Under favorable circumstances it will be possible to obtain the degree of Doctor of Philosophy after two years' graduate study; but if the subjects selected by the candidate are new to him, or if he does not give his undivided time to the work this period will be sufficient only in exceptional cases.

REQUIREMENTS FOR THE DEGREE OF PH. D.

In the group of studies to which the present announcement relates, the following subjects may be chosen as major or minor subjects.

1. American History.
   (a) Political.
   (b) Constitutional.

2. European History.
   (c) Roman and Mediæval.
   (d) English and Economic.
   (e) Modern European.
3. Political Economy.
4. Political Science.
5. Statistics.

In any of the five subjects the requirement for a minor course shall be, the attendance during one year at one lecture course and at one seminary course, together with such general reading as the instructor may direct. If there be no seminary course in the subject selected the instructor will assign equivalent work.

If a subject be taken as a major course the work of the student shall be estimated on the basis of two years continuous study of the subject chosen, including the preparation of a thesis. A reading knowledge of French and German will be useful in any of these subjects, and in history the knowledge of one of these languages will be required. In the case of Roman and Mediæval and English History the student will be expected to have a reading knowledge of Latin.

The selection of any of the subjects named—either as majors or minors—presupposes on the part of the student, a preparatory training in the subject, which is equivalent to that given in the undergraduate courses of the University of Pennsylvania. In cases where such preliminary training does not reach this standard, the instructor will assign additional work, either in the form of supplementary reading or attendance at one or more undergraduate courses.

The thesis required for the degree of Ph. D. shall be a scholarly work upon some subject of original research. It shall be chosen within the field selected as a major

subject. If the major subject be history, the student will be expected to have a familiarity with the outlines of general history, but his main examination and thesis shall be in one of the sub-groups, (*a*) American Political, (*b*) American Constitutional, (*c*) Mediæval, (*d*) English or (*e*) Modern European History.

DISTRIBUTION OF TIME.

It is assumed that for every hour of lecture and seminary work, the student will devote to the subject an average of three hours of work outside the class-room. On this basis the minimum requirement for the two minor subjects will absorb nearly half the time which the student can fairly devote to his studies during two academic years of approximately thirty weeks each. This will leave the student for his major subject one half of the time during which instruction is actually given, together with such part of the remainder of the year as he may choose to devote to his studies. No calculation of this nature can pretend to be exact. It will serve to give an approximate idea of the relative importance which is attributed to the major and minor subjects.

METHODS OF WORK.

In the practical work of instruction, lectures are largely relied upon, rather than formal recitations. The participation of the student in the work is obtained by discussion, required reading, the preparation of papers, and occasional examinations.

The lectures will in general be supplemented by a seminary, where the members will pursue special work under the direction of the instructor. The meetings will be devoted to the presentation of reports on assigned topics, and to the informal discussion of the questions

which present themselves. The encouragement of independent investigation and thought, and a careful training in methods of scientific work, will be the aim of these meetings.

The fruits of the students' work will, if considered of permanent value, be published from time to time by the University. Several doctors' theses have already appeared in print.

LIBRARY FACILITIES.

The Library of the University of Pennsylvania is unusually rich in the literature of the subjects to which this announcement pertains.

In economics, it includes several important collections: (1) The Colwell collection of some 7000 volumes contains the best of the older literature of the subject. (2) The Carey collection is rich in statistics. It includes also the McCalmont collection of English pamphlets on economic and financial topics from the year 1692 down to 1850. These are invaluable for the study of economic thought and history. (3) The Joseph Wharton collection contains the best literature in this field which has appeared in recent times.

In history, the library is particularly rich in American documents. It includes a unique collection of laws of the American States from the English times down to the present day and a set of government documents—Federal, State and local—including city ordinances, etc., which is without a rival in the country.

The literature of politics and general history has also received special attention in recent acquisitions and a good working library in these subjects is at the disposal of students.

Including all the works, there are upwards of 25,000 volumes on the above subjects in the University Library.

Students of the University also have access to the library of the Historical Society of Pennsylvania, to the Philadelphia Library, the Mercantile Library and to smaller libraries in the city.

SPECIAL COURSE FOR TEACHERS.

In addition to the regular graduate and undergraduate courses, special courses are given on Saturday mornings from ten to one, intended more especially for teachers and others who cannot conform to the regular graduate hours. These courses do not ordinarily lead to a degree, though in special cases they may be counted toward the Master's or Doctor's degree. They are open to graduates of normal or high schools, or others properly qualified, both women and men. Especial attention will be directed in these courses to methods of study and instruction.

FEES.

The undergraduate fees are $150 or $200 per annum, according to the year, with $5 for matriculation, and $20 for graduation.

The fee for graduate courses leading to a degree is $150 per annum, and a graduation fee of $25.

The charge for special students wishing to take one or more courses is $25 for each two hours' weekly course.

The fee for attendance at courses for teachers, two hours each week, is $20 per annum.

ECONOMICS.

THEORETICAL ECONOMICS.

Professor PATTEN.

I. HISTORY OF POLITICAL ECONOMY. THE RISE AND DEVELOPMENT OF THE CLASSICAL SCHOOL OF ECONOMISTS. *Two hours. First Semester.*

In this course the origin and development of the leading doctrines and ideas of the science, and also their relation to one another, are fully considered. As the writings of Adam Smith and Ricardo created the classical school of economists, their theories are used as centres for discussion about which the ideas of the other writers of their school are grouped. Especial attention is given to the sources of which Adam Smith made use when he wrote his "Wealth of Nations." During the latter part of the course especial attention is given to the interpretation of Ricardo's writings.

II. RECENT DEVELOPMENT OF POLITICAL ECONOMY. *Two hours. Second Semester.*

It is the purpose of this course to make the student familiar with the present condition of economic investigation. The writings of American economists are carefully studied. A prominent place is given to the recent development of the theory of rent, to the theory of marginal utility, and to the new aspects of the science resulting from an emphasis of the dynamic causes of social progress. Due attention is also given to the recent attempts to make the consumption of wealth instead of its production the starting point of economic investigation and the basis of economic theory.

III. RELATION OF ENGLISH PHILOSOPHY TO ECONOMICS IN THE EIGHTEENTH CENTURY. *Two hours. First Semester.*

Political economy has from the outset been intimately associated with English philosophy. The English philosophers have been also economists, or at least exerted a direct influence upon economic thought. It is the purpose of this course to trace this connection, showing how and where philosophic theories have influenced economic thought and in what respects also philosophic theories have been derived from the economic ideas of their authors.

IV. The Problems of Sociology. *Two hours. Second Semester.*

This course will treat of the possibility of creating a science of sociology and of its relations to other social sciences. The various attempts to found a science of sociology will be discussed as well as the difficulties which have thus far obstructed its progress. Especial attention will be given to the relation of economics to sociology so as to make clear which of them is the more fundamental science.

V. The Scope and Method of Political Economy. *Two hours.*

The historical development of the science will be studied to show how and why economic investigations were limited to one portion of social phenomena. Especial attention will be given to the causes which separated the study of utility (the subjective measurement of goods) from that of material wealth. The methods of investigation in economics will be compared with those of geometry, astronomy, physics, biology and jurisprudence. In this way the controversies about the method can be shown to have originated in the ideas which investigators bring with them from other sciences, and to have had little influence on the actual development of the science. A genuine economic method is a matter of slow growth and lacks as yet a good formulation. [*Omitted 1894–1895.*]

VI. History of Political Economy. The Transition from the Old to the New Economics. *Two hours. First Semester.*

This course will begin with J. S. Mill's writings, since in them the first indication of the new epoch appears. Then the rise and progress of the Historical School in Germany will receive attention. The latter part of the course will explain the ideas and doctrines of Jevons and Menger and their influence on economic theory. The changes in English political economy from Cairnes to Marshall are also discussed. [*Omitted 1894–95.*]

VII. Practical Applications of Economic Theory. *Two hours. Second Semester.*

An endeavor will be made in this course to show the practical importance of the new economic theories and the changes which they will make in public opinion when they are fully understood and accepted. Taxation, transportation, money, population, the standard of life, co-operation, trades unions, the dependent classes and similar problems will be discussed. Especial attention will be given to the distribution of the surplus and the influence which the existence of a large social surplus should have upon the discussion of all practical problems. [*Omitted 1894-95.*]

VIII. Seminary of Political Economy. *Alternate Weeks. Two hours.*

The seminary is devoted to the consideration of papers written by its members, and to the discussion of special topics assigned by its leader. A great variety of practical and theoretical subjects will be presented during the year, among which are the "Standard of Life," "Luxury," "Subjective Value," "The Income Tax," "Mill's Theory of Taxation," "Industrial Depression," "The Recent Fall in Prices," "The Importance of Public Parks," "The Method of Political Economy," etc.

IX. Advanced Course for the Investigation of Special Topics.

To encourage original work among advanced students and to aid them in the preparation of their theses, special hours are assigned for the consideration of the results of their investigations. Each student must select a single subject and devote to it not less than three hours a week during the year.

PRACTICAL ECONOMICS.

Associate Professor Johnson.

I. Panics. *One hour.*

Lectures upon the history of panics, especially in the United States, with an examination and exposition of the economic phenomena which precede and follow financial disturbance.

II. Corporations. *One hour.*

Lectures upon corporations as a form of industrial organization, involving a discussion of the legal and economic aspects of corporations, their place in the modern system of production, and the theory and practice of State regulation and control. [*Omitted 1894-95.*]

III. Banking. *One hour.*

A consideration of the credit organization of leading nations, with an account of the great banks of Europe and the national banking system. [*Omitted 1894-95.*]

HISTORY.

(A) AMERICAN HISTORY.

Professor McMaster.

I. The Beginnings of the United States.—A course of lectures delivered before the Junior Class of the Wharton School, on the period 1763-1815. Two lectures each week during the first semester.

II. The Development of the Country East of the Mississippi.—A course of lectures delivered during the second semester, to the members of the Junior Class Wharton School, on the period 1815–45.

III. The Struggle with Slavery.—A course of lectures covering the period 1845–77, and delivered to the Senior Class of the Wharton School twice each week during the first semester.

IV. The Nineteenth Century in America.—A course of lectures delivered before the members of the Junior Arts [elective]. Two hours each week during the entire year.

V. The Political and Economic History of the United States, 1763–1860.—A course of lectures delivered three times each week to post-graduates and special students. In addition to the lectures a course of reading, a series of essays, a series of political and economic maps, and the study of some epoch or period will be required.

VI. American History Seminary.—The subject chosen for special work during 1894–95 is, "The History of Our Own Times, 1861–95." Each member is expected to prepare at least three essays on assigned topics.

(B) AMERICAN CONSTITUTIONAL HISTORY.

Professor Thorpe.

I. American Democracy: The Evolution of Representative Government in America. *Two hours.*

This general course presents the growth of representative government from 1606 to 1894. The elements considered are: Representation, the suffrage, the civil corporation, the Federal principle, apportionment, charters, written constitutions, administration.

II. The Constitutions of the Commonwealths, 1776–1894. *Two hours.*

I. The Bills of Rights.
II. The Legislative Power.
III. The Executive Power.
IV. The Judicial Power.
V. Administrative Provisions.

The elements considered in this course pertain specially to the growth of government in the commonwealths, and the subject is investigated both inductively and deductively.

III. The Constitution of the United States. Its origin, formation, amendment, interpretation. 1787–1894. *Two hours.*

IV. The Constitutional History of Pennsylvania, 1682–1894. *One hour. First Semester.*

V. The Principles of Constitutional Government in America. *One hour. First Semester.* [*Omitted 1894–95.*]

VI. American Legislation, 1840–90. *One hour. Second Semester.* [*Omitted 1894–95.*]

VII. The Constitutional History of Reconstruction, 1860–76. *One hour. Second Semester.*

VIII. Seminary in American Constitutional History. *Two hours.* In it are discussed the principles illustrated in the lectures and readings of the courses. Especial attention is given to the evolution of government in America. Members present papers and participate in the discussion.

(C) ROMAN AND MEDIÆVAL HISTORY.

Mr. Munro.

I. Church and State from Charlemagne to Boniface VIII. *One hour.*

This is a study of the struggle to realize the mediæval idea of the necessary connection existing between the two powers. While the relation of the Popes to the emperors and their conflicts are the main subjects, the lectures necessarily discuss in addition the feudal systems of Germany and Italy, the rise of the communes, etc.

II. Age of the Hohenstaufen. *One hour.*

In this transitional period the purpose is to show the change from strictly mediæval conceptions. Attention is mainly directed to the reign of Frederick II. The principal topics treated are: The relations existing between Church and State, the changes in the German constitution, the new codes of law, the Lombard League, the influence of the crusades, the rise of the universities, the mendicant orders, etc. [*Omitted 1894–95.*]

III. Historical Writings of the Middle Ages. *Seminary. One and one-half hours.*

This is primarily a study of method in historical criticism. Bernheim's *Lehrbuch der historischen Methode* is used as a basis for the work. Otto of Freising's chronicle with the Laublasiana continuation is studied and its statements controlled and amplified by references to the other writings of the period.

IV. Historians of the Early Roman Empire. *Seminary. One and one-half hours.*

The period includes the first 150 years of the empire. It is prefaced by a study of the historians for the period between the Gracchi and Augustus. Then the histories of Tacitus and the letters of Pliny are the texts studied and their statements are illustrated and controlled by the other sources for the period. [*Omitted 1894–95.*]

(D) ENGLISH HISTORY.

Assistant Professor Cheyney.

I. History of English Society. *Two hours.*

This will include a study of the origins of English mediæval institutions, the connection between economic and political organization, the causes of social changes during the Middle Ages, the character of the Tudor period, the causes of the development known as the factory system, the influence of theoretical political economy in legislation and the reaction against individualism during the present century.

II. English Economic and Social History During the Middle Ages. *Seminary. One and one-half hours.*

It is intended in this course to treat economic history as a branch of history, not of political economy. The natural point of departure in the study of mediæval society is found in the rural manor or village community. The towns with the successive forms of their guilds form the complement to rural life, as far as the mass of the people is concerned. The higher classes, government and the church are studied in their relation to the general social organization of the time. The disintegration of these institutions is studied as one element of the passing away of the Middle Ages. Each student will prepare an essay on a topic in each of the following general subjects: the manor, the guilds, the changes of the fifteenth and sixteenth centuries.

III. English Economic and Social History During Modern Times. *Seminary. One and one-half hours.*

This course will complete the subject of the former by studying the organization of society in the seventeenth and eighteenth centuries, the rise of the factory system, the influence of the new economic theories, the individualistic ideal of society and the various forms of reaction from this tendency. [*Omitted 1894-95.*]

(E) MODERN EUROPEAN HISTORY.

Associate Professor ROBINSON.

I. THE HISTORY OF FRANCE FROM HENRY IV. TO THE OPENING OF THE REVOLUTION. *One hour.*

The development and decline of the absolute monarchy of the Bourbons will be traced. Particular attention will be given to the efforts toward reform under Louis XVI. and the causes immediately leading to the establishment of a constitutional government. . [*Omitted 1894–95.*]

II. THE ANTECEDENTS OF THE REFORMATION. *One hour.*

The general intellectual and political conditions in Italy, France and Germany, particularly in the fifteenth century, will be examined, with a view of determining their relation to the Reformation. The period of the great councils and the earlier efforts toward reform will be discussed as essential to an understanding of Luther's place in history.

III. FRANCE IN THE EIGHTEENTH CENTURY. *Seminary, theses and discussion. One and one-half hours.*

The works of de Tocqueville and Taine on the *Ancien Règime* will be read and discussed. The development of political thought will be followed through the writings of Montesquieu and the *Contrat Social* of Rousseau. Later speculation will be illustrated by Condorcet's *Esquisse* and the writings of Saint-Just. Finally the embodiment of theory in legislation will be considered in the successive constitutions of France drawn up in 1791, 1793, 1795, 1799. The period has been selected to illustrate the continuity of history. Its aim is to show the intimate connection between the Revolution and the conditions preceding it. [*Omitted 1894–95.*]

IV. THE EARLY YEARS OF THE FRENCH REVOLUTION (1789–1794). *Seminary, theses and discussion. One and one-half hours.*

This course will comprise a study of the changes introduced by the National Assembly, the causes of the general European war, the establishment of the Reign of Terror and the history of the government of the Committee of Public Safety up to the death of Robespierre.

METHODS OF HISTORICAL STUDY.

The following series of short courses of lectures upon the sources and their use in various fields of history are offered with the object of permitting the student to supplement the special bibliographical and critical study of the limited periods considered in the foregoing courses. *Those taking history as a major subject are required to attend these lectures.*

I. The Sources of Mediæval History. Mr. Munro. *One hour. First Semester.* [*Omitted 1894–95.*]

II. The Sources of English History. Professor Cheyney. *One hour. First Semester.*

III. The Sources of Modern European History. Professor Robinson. *One hour. Second Semester.* [*Omitted 1894–95*].

IV. The Sources of the History of the United States. Professor McMaster. *One hour. Second Semester.*

INVESTIGATION OF SPECIAL TOPICS IN EUROPEAN HISTORY.

To encourage original work among students qualified for it and to assist candidates for the Doctor's degree in the preparation of their theses, special hours will be designated by each of those giving instruction in European history for the direction and discussion of advanced work upon special historical topics. Such work will count in the same way as the regular graduate courses; that is, may be reckoned as equivalent to a course of lectures or to a seminary course, depending upon the character and amount of the work done.

POLITICAL SCIENCE AND FINANCE.

Professor James.

I. Political Science. *Alternate weeks. Two hours.*

The subjects for 1893 and 1894 were: I. The study of the lives and writings of the great theorists in political science, including Plato, Aristotle, Cicero, Grotius, Bentham, etc. II. Practical studies in the organization and working of the various departments of the Federal Government.

II. Administration. *Two hours.*

The first part of the course is given to a study of the organization and general principles underlying public administration. The second part is devoted to the study of some concrete branches of administration, including education, public health, poor relief, etc.

III. Finance. *Two hours.*

The first part of the course is given to a consideration of the genera principles of the science of finance. The second part is devoted to the study of concrete questions of financial policy, including organization of a financial system for the United States, Federal, State and local.

Dr. ADAMS.

I. PRACTICAL POLITICS. *One hour.*

This course will comprise a study of the English, French and German parliaments, their composition, manner of election or appointment; election laws and limitations of the suffrage. Special attention will be given to the actual workings of the constitutions. The cabinets and ministers will be treated in their relation to administration and legislation, and the general administrative systems will be studied. The manner of conducting elections will be discussed, including primaries, nominating conventions and other methods of presenting candidates. The effect of extra-constitutional forces (the church, labor organizations, manufacturing interests, etc.) upon legislation will be considered together with the manner in which public opinion influences and controls legislative bodies.

STATISTICS.

Associate Professor FALKNER.

I. INTRODUCTION TO STATISTICS. *Two hours. First Semester.*

This course will deal in the general aspects of statistical science, the organization of practical statistical work, the possibilities and limitations of statistical argument. A careful study of the statistics of population will be the means adopted to secure these ends. While the technical aspects will receive first attention, the student will acquire a knowledge of an important field of sociological phenomena. His attention will be called to the broader aspects of the subject, so that he may learn in how far statistics contribute to the problems and theories of population. In addition to these purposes it is intended that the student shall become familiar with the literature of statistics and the sources of statistical information.

II. THE STATISTICS OF ECONOMIC PROBLEMS. *Two hours. Secona Semester.*

This course supplements the preceding, and introduces the student to statistics in the service of economic science. It will consist of a survey of the varied fields of economic activity from a statistical standpoint. Hence, such subjects as production, foreign commerce, railroads, banks, coinage, prices, strikes, wages, cost of living, will receive especial attention. The extensive literature upon the subject will be carefully surveyed and criticised in order that the worth of statistical authorities may be properly gauged.

III. Statistical Practice and Theory. *Two hours, alternate weeks throughout the year.*

Students who have completed the preceding courses, or have had previous study in statistics, will receive in this course a thoroughly practical training in the use of statistics. In the earlier part of the year the work will be devoted to the statistical study of a concrete question, such as money or labor. Each student will be assigned a topic for examination. He will be expected to make a thorough report upon the existing literature of the subject and the main results of statistical investigations. This report will then be discussed both as to the validity of the facts presented, and the arguments to which they point. The co-operative study of a question of this nature will prepare the way for an abstract consideration of statistical theory. The latter part of the year will be devoted to the critical study of Meitzen's Statistics.

IV. History of Statistics. *Two hours, alternate weeks throughout the year.*

The beginnings of statistical thought, and the subsequent development of statistical material and statistical methods will form the subject of this course, which will alternate with Course III. The student will be required to make a careful study of original documents and leading works, such as the Domesday Book, Early Parish Records and the works of Petty, Achenwall, Süssmilch, Lavoisier, Quetelet, Farr, Moreau de Jonnés, and others.

V. Statistical Organization. *Two hours. First Semester.*

This course will deal with the history, organization and functions of the various statistical agencies at home and abroad. It will pay especial attention to the factors which contribute to the efficient working of census departments, labor bureaus and like offices. It will include a survey of the statistical offices of the United States, and a critique of their methods and results. [*Omitted 1894–95.*]

VI. Statistical Verification of Economic Theory. *Two hours. Second Semester.*

The purpose of this course is to portray statistics in the service of economic theory. It will endeavor to discover in how far economic doctrines have received confirmation or disproval, through the examination of concrete conditions by statistical methods. [*Omitted in 1894–95.*]

COURSES PRIMARILY FOR UNDERGRADUATES.

Instruction in economics, history, politics and statistics is given in the undergraduate department in the various courses in Arts and Science, in the Wharton School of Finance and Economy, and in the School of American History and Institutions.

To these courses, such male persons are admitted either as special or regular students as in the judgment of the Faculty are qualified to profit by the instruction given. Students from other institutions are admitted to advanced standing in the undergraduate course upon satisfying the Faculty that they possess maturity and training equal to that required of students in the corresponding class of this University.*

ECONOMICS.

Professor PATTEN.

POLITICAL ECONOMY.—Walker's *Political Economy*, and Adam Smith's *Wealth of Nations*. Prescribed for Juniors in the Wharton School *Two hours.*

POLITICAL ECONOMY.—Mill's *Political Economy*. Prescribed for Seniors in the Wharton School. *Two hours. First Term.*

POLITICAL ECONOMY.—Ingram's *History of Political Economy* and Patten's *Dynamic Economics*. Prescribed for Seniors in the Wharton School. *Two hours. Second Term.*

HISTORY.

(A) AMERICAN HISTORY.

Professor MCMASTER.

THE BEGINNINGS OF THE UNITED STATES.—Lectures upon the political and economic history of the United States from 1763 to 1815. An outline prepared for this class is used; a supplementary course of reading, with synopsis of the books read, is prescribed; maps and diagrams are required, and a certain number of carefully written essays assigned as the work of the students. Prescribed for Juniors in the Wharton School. *Two hours. One Term.*

*For basis of admission to the University as also for conditions of being admitted to advanced standing consult the general catalogue of the University.

DEVELOPMENT OF THE COUNTRY EAST OF THE MISSISSIPPI.—A printed outline is used; a course of reading is required, and from time to time an essay. Prescribed for Juniors in the Wharton School. *Two hours. Second Term.*

THE STRUGGLE WITH SLAVERY.—Lectures based on the topical system. Prescribed for Seniors in the Wharton School. *Two hours. First Term.*

UNITED STATES IN THE NINETEENTH CENTURY.—A course of lectures delivered twice each week, as elective to Juniors in Arts and Science. *First Term.*

(B) AMERICAN CONSTITUTIONAL HISTORY.

Professor THORPE.

THE CONSTITUTIONAL HISTORY OF THE UNITED STATES.—(*a*) The Principles of American Government, Local, State and National, 1578–1892. (*b*) The Colonial Charters, 1606–1776. (*c*) The State Constitutions and State Governments, 1776–1892. These lectures are delivered twice a week to the Senior Class in the School of American History and Institutions; an outline prepared for the use of the class shows the development of the subject. Carefully prepared papers, quizzes and examinations are required. Prescribed for Seniors. *Two hours.*

CONSTITUTIONAL HISTORY.—(*a*) *The Government of Pennsylvania*, 1682–1892. Charter, Constitutions, 1776, 1790, 1834, 1873. (*b*) *The Government of Massachusetts*, 1620–1892. Charter, Constitution, 1780. (*c*) *The Government of Virginia*, 1606–1892. Charters, Constitutions, 1776, 1830, 1850, 1864, 1868–70. (*d*) *The Constitution of the States of the Northwest.* (*e*) *The Government of American Cities.* Prescribed for Seniors in American History. *Two hours.*

CONSTITUTIONAL HISTORY.—The Constitution of the United States, origin, formation, interpretation and administration. Prescribed for Seniors in the School of American History and Institutions, and in the Wharton School. *Two hours. Second Term.*

DEVELOPMENT OF GOVERNMENT IN AMERICA.—Local Government, State Government, National Government. Discussion of questions involved in the growth of American civil institutions. Preparation and discussion of papers by the students. An outline is printed for convenience in study. *Two hours. Every other week.*

GOVERNMENT IN AMERICA.—A course in the Constitutional History of America, 1492–1787. The development of Government in America. For Juniors in Arts and Science. (Elective.) *Two hours.*

(C) ROMAN AND MEDIÆVAL HISTORY.

Mr. MUNRO.

INTRODUCTION TO THE MIDDLE AGES, 395–800. *Lectures.*

AGE OF THE CRUSADES, 1095–1492. *Lectures, two hours.*

THE FIRST EIGHT CENTURIES OF CHURCH HISTORY. *Lectures, two hours.* [*Omitted 1894–95.*]

THE HOLY ROMAN EMPIRE TO THE INTERREGNUM IN GERMANY. *Lectures, two hours.* [*Omitted 1894–95.*]

(D) ENGLISH HISTORY.

Professor CHEYNEY.

ENGLISH CONSTITUTIONAL HISTORY.—Prescribed for Juniors in the Wharton School, and elective for other Juniors and Seniors. *Two hours.*

ENGLISH ECONOMIC HISTORY.—Elective for Juniors and Seniors. *Two hours.*

(E) MODERN EUROPEAN HISTORY.

Professor ROBINSON.

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HISTORY OF THE CONTINENT OF EUROPE, 1789–1870. *Three hours.*

POLITICS.

Professor JAMES.

CONSTITUTION OF THE UNITED STATES.—A study of the text of the Constitution, using as a textbook Cooley's *Elements of Constitutional Law.* Prescribed for Juniors in the Wharton School. *Two hours. First Term.*

CONSTITUTIONS OF LEADING FOREIGN COUNTRIES.—A study of the text of the German Federal Constitution in comparison with those of the United States and Switzerland. Prescribed for Juniors in the Wharton School. *Two hours. Second Term.*

PUBLIC ADMINISTRATION IN THE UNITED STATES.—A study of Federal, State and local administration in the United States. Prescribed for Seniors in the Wharton School. *Two hours. First Term.*

PUBLIC ADMINISTRATION IN LEADING FOREIGN COUNTRIES.—A study of the characteristic features of governmental administration in England, France and Germany. Prescribed for Seniors in the Wharton School. *Two hours. Second Term.*

Dr. ADAMS.

HISTORY AND THEORY OF THE STATE.—A study of the elements of political science. Wilson's *The State.* Prescribed for Juniors in the Wharton School. *Two hours.*

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NEWSPAPER PRACTICE.—Exercises in reporting; editing of copy; condensation, etc. Prescribed for all students in the Course in Journalism. *Three hours. First Term.*

CURRENT TOPICS.—Lectures on live issues in the United States and foreign countries. Professor JOHNSON will be assisted in this course by other instructors. It is prescribed for all students in the Course in Journalism. *Three hours. Second Term.*

Dr. BOLLES.

LECTURES ON FINANCE.—Banks of the United States. Prescribed for Juniors in the Wharton School. *Ten lectures.*

Dr. ADAMS.

FINANCE.—Bastable's work on *Public Finance* supplemented by lectures. Prescribed for Seniors in the Wharton School. *Two hours.*

LECTURES ON FINANCE.—General theory of banking. Prescribed for Juniors in Wharton School. *Ten lectures.*

Dr. E. R. JOHNSON.

LECTURES ON TRANSPORTATION.—Railroads, waterways. Prescribed for Seniors in the Wharton School. *One hour. Second Term.*

Mr. CHANDLER.

LECTURES ON FINANCE.—The money market, bonds, mortgages, investments, panics, corporations, etc. *Ten lectures.*

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Courses intended primarily for teachers are given on Saturday mornings from ten to twelve, by the instructors in economics, history, politics and statistics. Those who have reached a point when isolated study has ceased to seem fruitful, may, it is hoped, be stimulated and aided by such a winter's work. Those who have not been able to pursue their study under guidance, so far as is desirable, may thus receive further training in methods of study and teaching. Although no regular degree can, in most cases, be granted for this work, the personal acknowledgment and certificate of the instructors in charge will be given willingly. Persons may join the class at any time.

The following statement of courses in progress or in contemplation illustrates the scope of this work. Provision will be made for the repetition of general courses from time to time, and for courses upon special topics.

ECONOMICS.

ECONOMICS. Professor PATTEN.

A course of lectures given during the year 1893–'94.

AMERICAN HISTORY.

POLITICAL AND ECONOMIC HISTORY OF THE UNITED STATES. Professor McMASTER. *Two hours.*

The courses follow an outline prepared specially for the purpose. Maps are drawn, and papers are prepared and discussed at the class, and the methods of historical study are made an important element in the courses.

DEVELOPMENT OF GOVERNMENT IN AMERICA. Professor THORPE. *Two hours.*

This course considers local government, State government, national government. Discussions of important questions involved in the growth of American civil institutions. Papers are prepared and discussed before the class. A special outline is arranged for the convenience of the class.

EUROPEAN HISTORY.

ROMAN HISTORY. Mr. MUNRO. *One hour. First Semester.*

THE OPENING OF THE REFORMATION AND THE INTELLECTUAL AWAKENING PRECEDING IT. Professor ROBINSON. *One hour. Second Semester.*

REVIEW OF THE MOST IMPORTANT PERIODS OF ENGLISH HISTORY. Professor CHEYNEY. *One hour. First Semester.* [*Omitted 1894-95.*]

POLITICS AND STATISTICS.

POLITICS, EDUCATIONAL ADMINISTRATION. Professor JAMES. *One hour. First Semester.* [*Omitted 1894-95.*]

POLITICS, COMPARATIVE STUDY OF GOVERNMENT OF ENGLAND, FRANCE AND GERMANY. Dr. ADAMS. *One hour. Second Semester* [*Omitted 1894-95.*]

STATISTICS IN THE SERVICE OF GEOGRAPHY. Professor FALKNER. *One hour. Second Semester.* [*Omitted 1894-95.*]

TRANSLATIONS AND REPRINTS

FROM THE

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PUBLISHED BY THE DEPARTMENT OF HISTORY
OF THE
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